DOCUMENT RESUME

ED 095 749 HE 005 822

TITLE [Study Plan for the Montana Commission on Post-Secondary Education].
INSTITUTION Montana Commission on Post-Secondary Education, Helena.
PUB DATE 1 Oct 73
NOTE 17p.

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Educational Needs; *Higher Education; *Post Secondary Education; State Legislation; *State Programs; *State Standards
IDENTIFIERS *Montana

ABSTRACT

This document outlines the plan used in a detailed and thorough study of postsecondary education in Montana. Emphasis is placed on the study plan and a tentative list of study projects. Appendixes include a copy of House Bill No. 578 and an outline and schedule for study of postsecondary education in Montana. (MJM)

ED 095749

MONTANA COMMISSION ON POST-SECONDARY EDUCATION

STUDY PLAN

Adopted October 1, 1973

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STUDY PLAN

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TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	THE STUDY PLAN	2
III.	TENTATIVE LIST OF STUDY PROJECTS	7
Appendix A.	House Bill No. 578 (1973)	10
Appendix B.	Outline and Schedule for Study of Post-Secondary Education in Montana	12

I.

INTRODUCTION

The 1973 legislative session created the Montana Commission on Post-Secondary Education. The legislature directed the Commission to "make a detailed and thorough study of post-secondary education in this state" and further mandated that specific attention be given to inventories of post-secondary educational resources, planning and coordination, access for all persons who desire and can benefit from post-secondary education and accountability.*

The Commission, consisting of 30 members appointed by Governor Thomas L. Judge, held an organizational meeting on July 9, 1973. A five-phase outline and schedule for the study of post-secondary education in Montana was adopted.**

Phase 1. Identification of Issues and Problems. Adoption of Study Plan (July-September, 1973)

Phase 2. Information gathering (October, 1973 - May 1974)

Phase 3. Draft Report (June-July, 1974)

Phase 4. Public Hearings on Draft Report (August-September, 1974)

Phase 5. Adoption of Final Report (October-November, 1974)

During Phase 1, the views of the Commission members, the educational community and the general public were solicited as to the questions and issues the Commission might address. Approximately 1800 letters were sent to persons throughout the state.*** The Commission Chairman, in several radio and television appearances, invited the public to send their views. In addition, the staff and many members of the Commission held informal discussions with educators and concerned citizens.

After digesting the input from these sources, reviewing previous studies, analyzing data currently available on post-secondary education in Montana and considering the recommendations of the staff, the Commission adopted its study plan at the October 1, 1973 meeting.

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*See Appendix A.

**See Appendix B.

***Staff Report #2, available from the Commission office, summarizes responses to this correspondence.

II.

STUDY PLAN AS ADOPTED BY THE COMMISSION

Principles and Assumptions

The orientation of the study is toward the present and future. The Commission and the staff will gather all available information and projections relevant to the present and future needs, resources, economic and societal trends relating to the future of post-secondary education.

Effective planning must be broadly participatory. The Commission encourages all citizens of Montana who are concerned about the future of post-secondary education to communicate their views to the Commission. This is particularly important during Phases 2 and 4 of the study. (The Commission will use mechanisms such as surveys to obtain information on the views of certain groups of persons.) Letters and position papers from interested individuals and organizations are invited.

Commission members are urged to take a firsthand look at post-secondary education by visiting institutions throughout the state, particularly those nearest their homes.

Every effort will be made to reach consensus within the Commission on the goals of Montana post-secondary education before decisions are made on specific policies. A statement of goals will provide the framework for deliberations on all other policy matters.

The institutions of post-secondary education and state agencies are asked to participate in the work of the Commission, particularly by representation on technical advisory committees. The involvement of students and faculty as well as institutional representatives is invited.

The institutions of post-secondary education are invited to conduct their own evaluation and self-study concurrently with the work of the Commission.

Objectives of the Study

Assessment of present and future needs and aspirations for post-secondary education.

Determination of goals, objectives and priorities of Montana post-secondary education.

Determination of resources available to meet present and future needs.

Determination of the most educationally effective and economically efficient ways to meet needs and achieve goals.

Development of specific policies for the future of Montana post-secondary education.*

Correct the inadequacies that exist in post-secondary education.

Study other possible objectives that occur during the phase of gathering information.

Study Outcomes

Resolution of substantive policy issues facing Montana post-secondary education.

Development of mechanisms and procedures for meeting the future needs of the state, many of which may be unknown at this time.

Policy Issues

What goals, objectives and priorities should be set for the future of Montana post-secondary education?

a. What are the needs and aspirations of the people of Montana for post-secondary education?

b. Whom should post-secondary education serve?

c. What are the future post-secondary education needs of ethnic minorities, particularly native Americans, and what is the state's responsibility under Article X, Section (1), Montana Constitution, which provides: "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural heritage."?

d. What should be the relationship between post-secondary education offerings and the job market?

e. What should our institutions and systems of post-secondary education be held accountable for?

Develop a financial reporting system as well as an overall financial system of accountability. What is the most important mechanism of accountability to be used for post-secondary education?

*See Policy Issues.

Should the University System be included in the Statewide Budgeting and Accounting System?
Should university funds be included in the state treasury funds?

f. What criteria should be used in evaluating our successes and failures in meeting our goals (accountability)?

How should responsibility for meeting the state's post-secondary education goals be divided among our institutions?

a. How many institutions of post-secondary education are required to meet our goals?

b. What should be the mission or role of each of the units of post-secondary education in Montana?

c. Is there duplication and overlap in courses, programs and degree offerings? If so, how much is necessary and how much should be eliminated?

d. Is there an optimum size of the component units of Montana post-secondary education?

e. What are the potential areas of cooperation among the component units of Montana post-secondary education? How much cooperation is now taking place?

f. Are the procedures for transfer between the units of post-secondary education equitable and efficient?

How should public post-secondary education be governed?

a. What governance mechanisms are most appropriate for universities, community colleges, vocational-technical centers?

b. Which decisions should be made at which levels: state government, system governing boards, local boards, faculty, students?

c. What method of governance will be most conducive to accountability while protecting the essential functions of post-secondary education? How much autonomy should institutions and systems of post-secondary education have?

d. What mechanisms of coordination will enable the state to utilize its educational institutions and resources most effectively?

1. What kinds of coordination should exist between secondary and post-secondary education?

2. What role, if any, should independent (non-profit higher education and private proprietary education) post-secondary institutions play in the coordinating process?

e. Are our planning processes adequate to assure continuous adaptation to changing state, societal and student needs?

1. Are they sufficiently integrated to provide policy makers a comprehensive perspective on needs and available resources?

2. What kinds of planning are appropriate to an era characterized by political, social and fiscal uncertainties?

Should traditional campus-type units continue to be the primary post-secondary delivery systems in Montana?

a. What other delivery systems might be used?

b. What are the present and potential uses of television and other technology for the delivery of post-secondary education?

c. Should a mechanism or agency be created to offer degrees and certificates to individuals who have acquired knowledge or skills through experience and self-education?

How effective is counselling in advising potential students of the range of post-secondary educational offerings available to them?

Are there sufficient opportunities for time-shortened degrees and certificates (e.g. 3-year B.A.; challenge examinations, etc.)?

What are the current and potential opportunities for expanding the range of educational opportunities through agreements with other states or Canadian provinces?

How can financial responsibility for post-secondary education be allocated so as to achieve our goals?

a. Who should pay and how much? The state? Parents? Students? Local communities? Others who benefit from post-secondary education?

b. How should the state fund its portion of post-secondary education costs (e.g. direct institutional support, direct student support, etc.)?

c. Who should receive subsidized education (in whatever form)?

d. What would be the effect of alternative funding mechanisms on access to post-secondary education?

e. Should the state provide student financial aids? To whom? How much?

f. How should the state's financial resources for post-secondary education be allocated among institutions? What changes, if any, should be made in our budgetary procedures?

III.

TENTATIVE LIST OF STUDY PROJECTS

Technical Advisory Committees

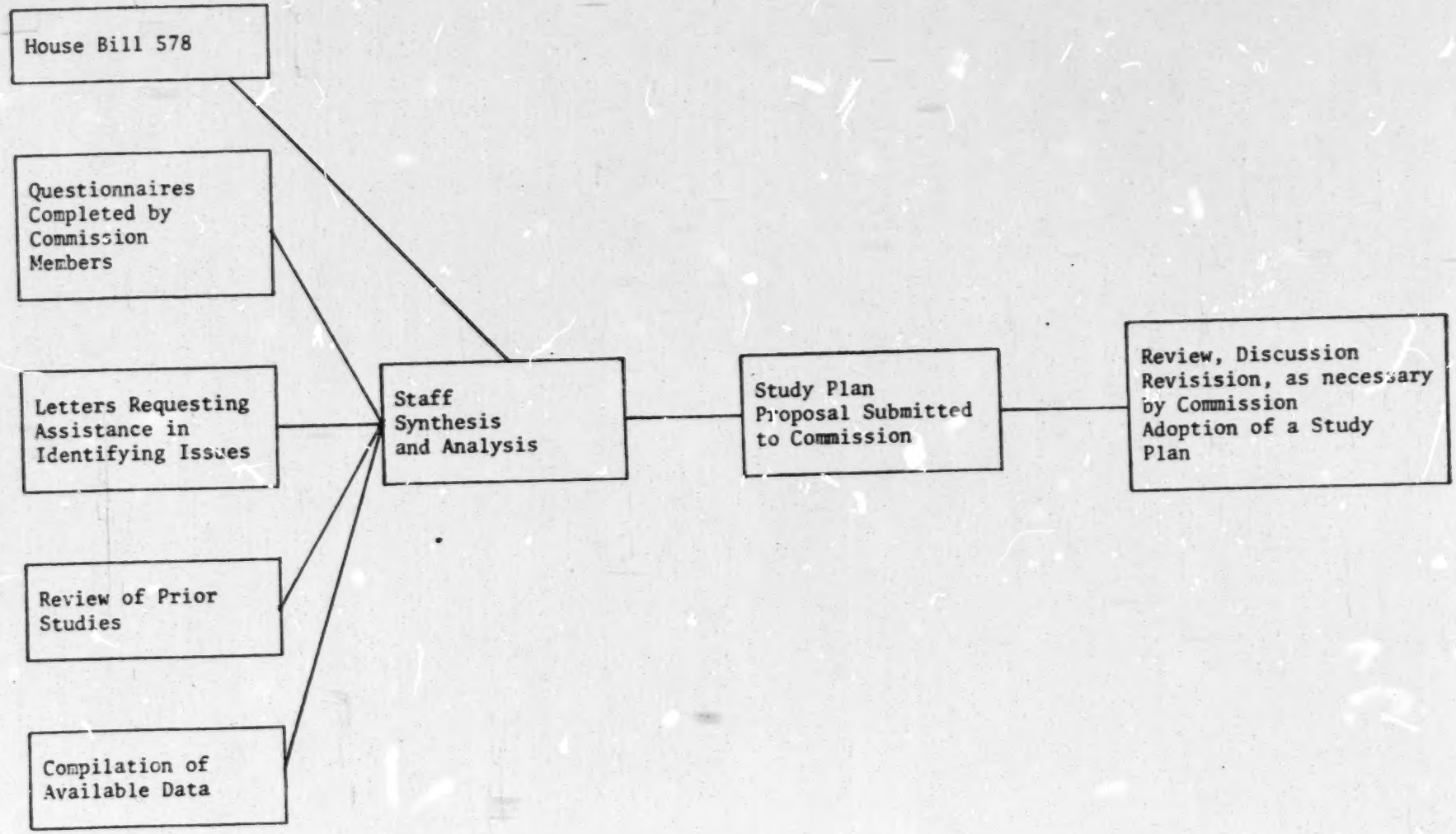
Accountability
Adult and Continuing Education
Faculty Research
Fiscal and Budgetary Information
Health Care Education
Independent Higher Education
Manpower Planning and Post-Secondary Education
Programmatic Planning
Relationships Between Post-Secondary Institutions
Relationships Between Secondary Education and Post-Secondary Institutions
Student Enrollment, Admission, Retention and Progress
Survey Research (student characteristics, institutional goals inventory)
Television and Educational Technology

Staff Studies

Accreditation
Alternative Delivery Systems
Faculty and Staff Compensation
Governance, Coordination and Planning (policy alternative paper)
Inventory of Current Offerings
Student Persistence

Following are charts showing the manner in which the study plan was formulated and the timetable for completion of the Commission study.

FORMULATION OF THE STUDY PLAN


House Bill 578
Questionnaires Completed by Commission Members
Letters Requesting Assistance in Identifying Issues
Review of Prior Studies
Compilation of Available Data
Staff Synthesis and Analysis
Study Plan Proposal Submitted to Commission
Review, Discussion Revisision, as necessary by Commission Adoption of a Study Plan

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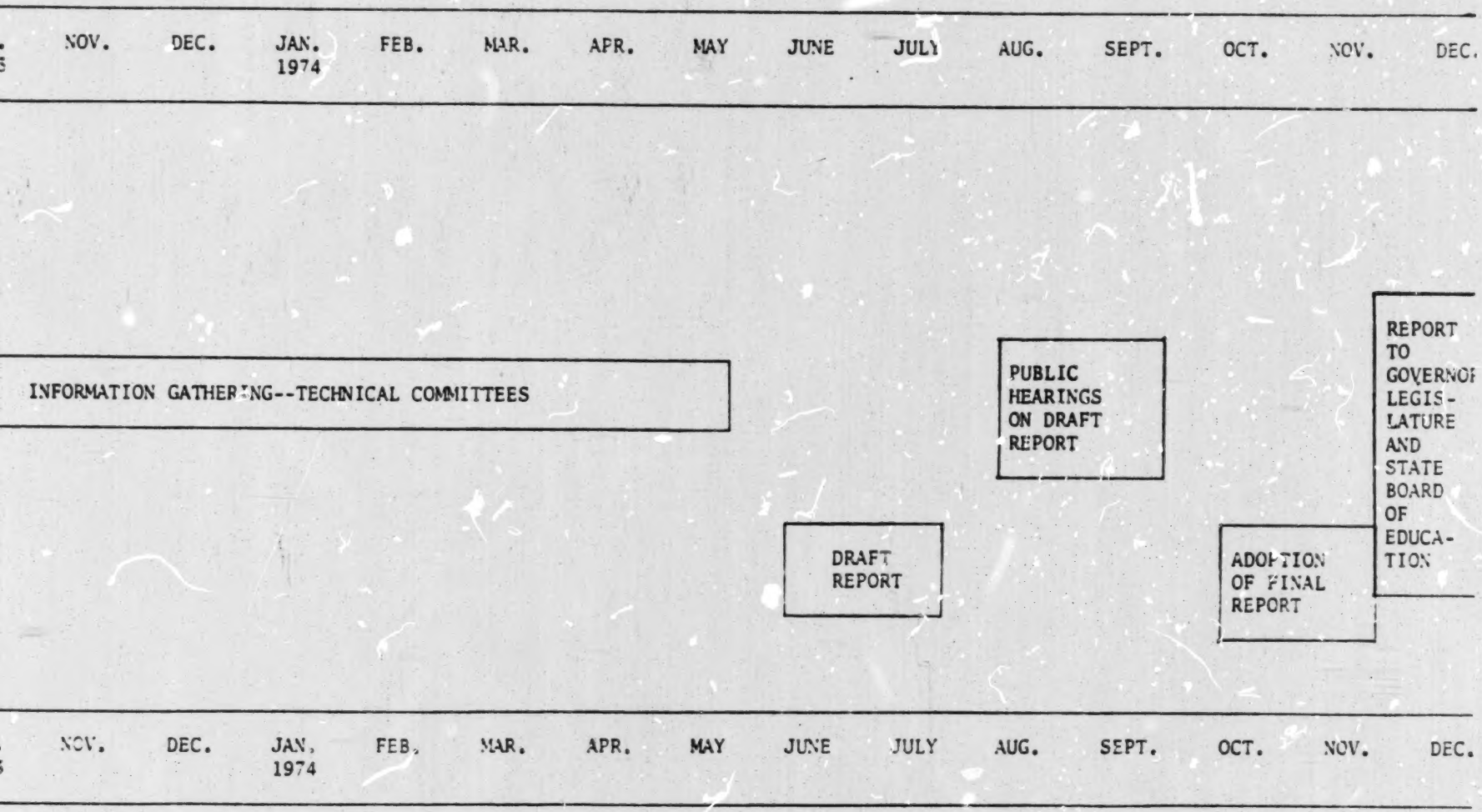
COMPLETION OF COMMISSION STUDY



APPENDIX A

HOUSE BILL 578

AN ACT APPROPRIATING THREE HUNDRED THOUSAND DOLLARS ($300,000) FROM THE GENERAL FUND AND APPROPRIATING ALL FEDERAL AND PRIVATE FUNDS RECEIVED FOR THE PURPOSES OF THIS ACT FROM THE FEDERAL AND PRIVATE REVENUE FUND TO THE COMMISSION CREATED BY THIS ACT FOR THE BIENNIUM ENDING JUNE 30, 1975, FOR CONDUCTING A COMPREHENSIVE STUDY OF AND PLANNING FOR POST-SECONDARY EDUCATION IN MONTANA; AND ESTABLISHING A COMMISSION ON POST-SECONDARY EDUCATION.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

Section 1. (1) As authorized by article VI, section 7, of the Montana constitution, there is created a temporary commission to be known as the commission on post-secondary education.

(2) The commission consists of not more than thirty (30) members appointed by the governor to serve at his pleasure.

(3) The commission shall be broadly representative of the general public and public and private nonprofit and proprietary institutions of post-secondary education in the state, including community colleges, junior colleges, post-secondary vocational schools, area vocational schools, technical institutes, four (4) year institutions of higher education, and branches thereof.

(4) The governor shall appoint the chairman of the commission. The commission members may elect a vice-chairman, secretary, and other necessary officers from among their members.

Section 2. The chairman shall schedule meetings of the commission as considered necessary, but meetings shall be held at least bimonthly. A majority of the commission may also call a meeting.

Section 3. Members of the commission are entitled to compensation of twenty-five dollars ($25) per day, and to reimbursement for actual and necessary expenses, while on commission business.

Section 4. The commission shall make a detailed and thorough study of post-secondary education in this state. It shall also make comprehensive inventories of, and studies with respect to, all public and private post-secondary educational resources in the state, including planning necessary for such resources to be better coordinated, improved, expanded, consolidated, or altered so that all persons within the state who desire, and who can benefit from, post-secondary education may have an opportunity to do so. The commission shall further devise a system of accountability that will accurately measure educational output in relation to financial input.

The commission may use other state agencies or institutions to make studies, conduct surveys, submit recommendations, or otherwise contribute services or expertise to the commission in conducting its activities under this act.

Section 5. The commission shall, before undertaking other activities, assess the evidence and resulting recommendations made in prior studies relating to post-secondary education in Montana. These studies include, but are not limited to, the Peabody Report, the Flesher Report, the Durham Report, the Regents' Master Plan and various studies by the legislative council.

Section 6. A written report with substantive recommendations adopted by the commission, and recommendations regarding implementing legislation, shall be made available to the governor, the members of the legislature, and the members of the state board of education no later than December 1, 1974.

Section 7. Three hundred thousand dollars ($300,000) is appropriated from the general fund to the commission for the biennium ending June 30, 1975, for conducting the study and planning authorized by this act.

Section 8. All federal and private funds received for the purposes of this act are appropriated from the federal and private revenue fund to the commission for the biennium ending June 30, 1975.

Section 9. The funds appropriated by section 6 may be used to match any federal or private funds available for conducting the study and planning authorized by this act. However, an amount from the funds appropriated under section 7, equal to the amount received in federal and private funds, shall revert to the general fund, and may not be expended by the commission.

Section 10. On behalf of and for the commission, the governor shall make application for any federal funds available for the study and planning authorized by this act, and he may enter into any contracts required for receipt of federal funds with the appropriate federal agency.

APPENDIX B

OUTLINE FOR STUDY OF POST-SECONDARY EDUCATION IN MONTANA
(Adopted July 9, 1973)

I. Five Phases

Phase 1. Identification of Issues and Problems. Adoption of Study Plan (July-September, 1973)

Phase 2. Information gathering (October, 1973 - May 1974)

Phase 3. Draft Report (June-July, 1974)

Phase 4. Public Hearings on Draft Report (August-September, 1974)

Phase 5. Adoption of Final Report (October-November, 1974)

II. Organization

A. The Commission should meet and function as a body. There should be an executive committee but no other permanent subcommittees. Ad hoc committees may be established as necessary.

B. Technical committees should be drawn from the institutions of post-secondary education and from state agencies. They may also include citizens who may have technical expertise.

C. Every effort should be made to allow for input from the educational institutions and from interested citizens and organizations, particularly in Phases 1 and 4. Written position papers and statements should be accepted during Phases 1 through 4. In addition, an occasional newsletter might be sent out to persons who have expressed interest in the Commission, legislators and other state officials.

SCHEDULE

1973	
July	Commission meeting; organizational and procedural matters; adoption of tentative schedule
July/ August	Identification of issues and problems; solicit views of educators and interested citizens throughout the state, primarily by mail
September	Commission meeting; staff digest of response to mailings; discussion of study plan proposed by staff; adoption of study plan outlining issues; authorization of appointment of technical committees
	Appointment of technical committees (charged with progress report in mid-January and final report by mid-May
November	Commission meeting; ad hoc subcommittees, to discuss goals of Montana post-secondary education
1974	
January	Commission meeting, discuss progress reports of technical committees and staff studies
March	Commission meeting; continue discussion
May	Commission meeting; discuss final technical committee and staff reports
June	Commission meeting; receive and discuss staff recommendations for draft report
July	Continue discussion; adopt a draft report
August/ September	Public hearings by full commission or subcommittees on draft report; hearings should be held throughout the state
October	Commission meetings; adopt final recommendations
November	Commission meetings; adopt report